

“A Study of Social Intelligence of University Students in Relation to their Emotional Competence.”

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Abstract

In the present investigation an attempt has been made to identify the correlation study of social intelligence and study habits at University students K.S.W.U.Vijayapur. The test of Social Intelligence developed and standardized Dr. N.K.Chadha and Usha Ganesan was use and Emotional Competence developed and standardized Dr.H.C.Sharma and Dr.R.L.Bharadwaj. The results of the study revealed that both Social Intelligence and Study Habits of university students majority of the students are having there is positive correlation between Social Intelligence and Emotional Competence of University students. Because the Social Intelligence effective on the Emotional Competence.

Introduction

Social intelligence as distinct from other human intelligence, Defined social intelligence as "The ability to understand men and women, boys and girls to act wisely in human relation". It emphasizes three main elements which are: capacity of social towards society; social knowledge and individual's capacity for social adjustments. He has interrupted social intelligence as providing. Emotional competence is what results and enhances our personal, relational and professional performance, and what ultimately helps us attain an overall increase in our quality of life. According to Daniel Goleman, Emotional Competence is a learned ability grounded in Emotional Intelligence. Emotional Intelligence influences our potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness. Such skills include the development of the following: Self/Social/Relational Awareness and Competence, and Self/Social/ Relational Management and Competence.

Statement of the Problem

“A Study of Social Intelligence of University Students in relation to their Study Habits, Emotional Competence and Self-Perception”

Objectives of the study

1. To identify the relationship between social intelligence and study Emotional Competence of University students.

Research Hypotheses of the Study

As the present study is intended to identify the correlation study of Social Intelligence and Study Habits University students, the following hypotheses are formulated.

1. There is no significant interaction effect of faculty (Arts, Science, and commerce) and social intelligence (Low and High) on Emotional Competence of students of university.

Methodology

Sample

For the present study stratified random sampling technique will be adopted. The population of 660 sample is K.S.W.U. Vijyapur students . The sample consisted of Science 111, Arts 416, Commerce 133.

Variables of The Study

For the present study the following variables have been considered;

I. Independent Variable

Social intelligence

II. Dependent Variable

1. Emotional Competence

III. Moderator Variable

1. Subject

Tools

Social Intelligence developed and standardized Dr. N.K.Chadha and Usha Ganesan was use and Study Habits developed and standardized Dr.H.C.Sharma and Dr.R.L.Bharadwaj was used.

Discussion

The data collected on social intelligence, and Emotional competence scores from students of university. Then the data were analyzed with according to the objectives and hypotheses by in terms of descriptive statistics, differential analysis including unpaired t-test, 2-way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis, and multiple regression analysis by using SPSS 21.0 statistical software and the results obtained thereby have been interpreted.

Hypothesis: There is no significant interaction effect of faculty (Arts, Science, and commerce) and social intelligence (Low and High) on Emotional competence of students of university.

To achieve this hypothesis, the two way ANOVA with interaction design was applied and the results are presented in the following table.

Table: Results of two way ANOVA between faculty (Arts, Science and commerce) and social intelligence (Low and High) on Emotional competence of students of university.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Main effects						
Faculty	2	420.34	210.17	1.3805	0.2522	NS
SI	1	68441.86	68441.86	449.5504	0.0001	S
2-way intersection effects						
Faculty x SI	2	6.81	3.41	0.0224	0.9779	NS
Error	654	99568.33	152.25			
Total	659	168437.34				

The result of the above table, it clearly shows that,

- The main effect of faculty (Arts, Science and Commerce) on emotional competence scores of students of university is found to be not significant ($F=1.3805$, $p>0.05$) at 5% level of significance. Hence the null hypothesis is not rejected. It means that, the Arts, Science and Commerce faculty students of university have similar emotional competence scores.
- The main effect of social intelligence (low and high) on emotional competence scores of students of university is found to be significant ($F=449.5504$, $p<0.05$) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of university with low and high social intelligence have similar emotional competence scores.
- The interaction effect of faculty (Arts, Science and Commerce) and social intelligence (low and high) on emotional competencescores of students of university is found to be not significant ($F=0.0224$, $p>0.05$) at 5% level of significance. Hence the null hypothesis is not rejected. It means that, the Arts, Science and Commerce faculty students with low and high social intelligence have similar emotional competence scores.

Further, to know the pair wise comparisons by applying the Tukeys multiple posthoc procedures and results are presented in the following table.

Table: Pair wise comparison of faculty (Arts, Science, commerce) and social intelligence (Low and High) on Emotional competence of students of university by Tukeys multiple posthoc procedures

Faculty with SI	SC/ST with low SI	SC/ST with high SI	OBC with low SI	OBC with high SI	GM with low SI	GM with high SI
Mean	77.62	102.03	79.84	103.73	77.04	101.52
SD	12.66	11.63	9.67	14.13	14.90	10.12

SC/ST with low SI	-					
SC/ST with high SI	p=0.0001*	-				
OBC with low SI	p=0.8880	p=0.0001*	-			
OBC with high SI	p=0.0001*	p=0.9235	p=0.0001*	-		
GM with low SI	p=0.9994	p=0.0001*	p=0.8393	p=0.0001*	-	
GM with high SI	p=0.0001*	p=0.9997	p=0.0001*	p=0.9164	p=0.0001*	-

*p<0.05

From the results of the above table, it can be seen that

- The Arts faculty students with low social intelligence and Arts faculty students with high social intelligence differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence have higher emotional competence as compared to Arts faculty students with low social intelligence.
- The Arts faculty students with low social intelligence and Science faculty students with low social intelligence do not differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Arts faculty students with low social intelligence and Science faculty students with low social intelligence have similar emotional competence.
- The Arts faculty students with low social intelligence and Science faculty students with high social intelligence differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Science faculty students with high social intelligence have higher emotional competence as compared to Arts faculty students with low social intelligence.
- The Arts faculty students with low social intelligence and Commerce faculty students with low social intelligence do not differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Arts faculty students with low social intelligence and Commerce faculty students with low social intelligence have similar emotional competence.
- The Arts faculty students with low social intelligence and Commerce faculty students with high social intelligence differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Commerce faculty students with high social intelligence have higher emotional competence as compared to Arts faculty students with low social intelligence.
- The Arts faculty students with high social intelligence and Science faculty students with low social intelligence differ significantly with respect to emotional competence scores at

5% level of significance. It means that, the Arts faculty students with high social intelligence have higher emotional competence as compared to Science faculty students with low social intelligence.

- The Arts faculty students with high social intelligence and Science faculty students with high social intelligence do not differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence and Science faculty students with high social intelligence have similar emotional competence.
- The Arts faculty students with high social intelligence and Commerce faculty students with low social intelligence differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence have higher emotional competence as compared to Commerce faculty students with low social intelligence.
- The Arts faculty students with high social intelligence and Commerce faculty students with high social intelligence do not differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence and Commerce faculty students with high social intelligence have similar emotional competence.
- The Science faculty students with low social intelligence and Science faculty students with high social intelligence differ significantly with respect to emotional competence scores at 5% level of significance. It means that, the Science faculty students with high social intelligence have higher emotional competence as compared to Science faculty students with low social intelligence.

Findings of the Study

1. The students of university with low and high social intelligence have similar emotional competence.
2. The Arts, Science and Commerce faculty students with low and high social intelligence have similar emotional competence.
3. The Arts faculty students with high social intelligence have higher emotional competence as compared to Arts faculty students with low social intelligence.
4. The Arts faculty students with low social intelligence and Science faculty students with low social intelligence have similar emotional competence.
5. The Science faculty students with high social intelligence have higher emotional competence as compared to Arts faculty students with low social intelligence.
6. The Arts, faculty student with low social intelligence and Commerce faculty students with low social intelligence have similar emotional competence.
7. The commerce faculty students with high social intelligence have higher emotional competence as compared to Arts faculty students with low social intelligence.
8. The Arts faculty students with high social intelligence have higher emotional competence as compared to Science faculty students with low social intelligence.

9. The Arts faculty students with high social intelligence and Science faculty students with high social intelligence have similar emotional competence.

10. The Arts faculty students with high social intelligence have higher emotional as compared to commerce faculty students with low social intelligence.

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